



# RESPONSE<sub>TO</sub> Intervention

BLUEPRINTS FOR IMPLEMENTATION



*National Association of State Directors of Special Education, Inc.*

**District Level**

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Special Education, Inc.**

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# **Response to Intervention Blueprints: District Level Edition**

**National Association of State Directors of Special Education  
Council of Administrators of Special Education**

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## FOREWORD

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) believe that Response to Intervention (RtI), sometimes referred to as Response to Instruction, holds great promise as an instructional process to benefit all children and youth. NASDSE's RtI publications, *Response to Intervention: Policy Considerations and Implementation* and *Response to Intervention: Research For Practice* have been disseminated throughout the country to thousands of people interested in learning about RtI.

NASDSE and CASE believe there is a need for additional publications to help policymakers and implementers focus on the components of a framework or blueprint to guide the implementation of RtI. Professionals from around the country with experience and expertise in RtI implementation at the state, local district and school building levels agreed to contribute by writing and/or editing blueprints. This publication, *Response to Intervention Blueprints: District Level Edition* is one of three publications. The other publications in this series are the school building level and state level editions.

The documents can be downloaded free-of-charge from NASDSE's website at [www.nasdse.org](http://www.nasdse.org) and CASE's website at [www.casecec.org](http://www.casecec.org). Print copies will be made available for the cost of printing and handling from NASDSE.

Appreciation is extended to the lead authors, contributors, reviewers and others who made the blueprints a reality. These individuals are listed in the front of each blueprint. Special appreciation is extended to NASDSE staff members Nancy Reder and Christine Cashman for their tireless work in editing the final documents. We hope the *Blueprints* will be helpful in your work so that the educational performance of our nation's children and youth will be improved.

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The National Association of State Directors of Special Education (NASDSE) and Council of Administrators of Special Education (CASE) express their gratitude to the initial writing team members who contributed their time and expertise to the development of this *District Level Blueprint*. These individuals provided the foundational knowledge and wisdom that evolved into this document.

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# **Response to Intervention Blueprints: District Level Edition**

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## EXECUTIVE SUMMARY

Response to Intervention (Rtl) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. Rtl should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

Student outcome data are crucial to:

- make accurate decisions about the effectiveness of general and remedial education instruction/interventions;
- undertake early identification/intervention with academic and behavioral problems;
- prevent unnecessary and excessive identification of students with disabilities;
- make decisions about eligibility for special programs, including special education; and
- determine individual education programs and deliver and evaluate special education services.

The purpose of the *Blueprint documents* is to provide a framework around which implementation of Rtl can be built. The *Blueprints* build on a previous definitional and policy document published by NASDSE, *Response to Intervention: Policy Considerations and Implementation* (Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Reschly, D., Shrag, J., & Tilly, D., 2005). There will be three *Blueprints* in this series: one each at the state, district and building level to guide implementation. These documents were created to provide concrete guidance to implementation sites. The documents are not rigid in their construction. That is, one of the key lessons of large-scale system change is that change must be driven by both principles and practices. The *Blueprints* in many cases specify functions that must be accomplished rather than specific practices that must be adopted. This structure allows implementation districts to tailor their applications by selecting practices consistent with the principles, maintaining the integrity of the model and building buy-in and ownership as they implement.

The *Blueprints* address the following key points:

- There are critical components of Rtl implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in Rtl. Multiple buildings within a district can implement Rtl, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of Rtl. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

Implementation of RtI in practice typically proceeds through three stages:

1. Consensus building – where RtI concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.
2. Infrastructure building – where districts and sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new “business as usual.”

This *District Level Blueprint* outlines the components of a district level strategy to implement RtI district-wide and provide ongoing support to individual sites. Districts will need to assess these components in the context of their own structures and relationships with both their state education agencies and the individual schools that make up their district.

## RESPONSE TO INTERVENTION: A WORKING DEFINITION <sup>1</sup>

The *Blueprints* are designed to provide practical guidance to state education agencies (SEAs), local education agencies (LEAs) and approved school buildings regarding the development, implementation and evaluation of Response to Intervention (RtI) as a means to improve educational outcomes and decision making.

RtI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These components of RtI are essential to the development of a successful RtI implementation strategy.

1. HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students.
2. LEARNING RATE AND LEVEL OF PERFORMANCE are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.
3. IMPORTANT EDUCATIONAL DECISIONS about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

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<sup>1</sup> Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalesski, J., Prasse, D., Reschly, D., Schrag, J., & Tilly, D. (2005). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education.

## HOW TO USE THIS DOCUMENT

This document has been created using the analogy of a blueprint in architecture or construction. A blueprint has a number of characteristics. First, it is a document that is intended to take conceptual material and make it concrete. So, while the architect has to do many calculations and prepare diagrams to make sure the final product is sound, so too, this document draws on both experience and science as implementation guides. Second, blueprint diagrams are intended to provide critical information about construction. They tell you, for example, where to put walls so that the structure is sound. They do not tell you, however, how to build walls, what color to paint the walls or what specific materials to build the wall out of. It is assumed that there is reasonable variation allowable in these things. However, the blueprint is clear, if you neglect to put walls where the plan tells you to, you can be assured that the final product will not be sound. So it is with Rtl. There are clear parameters that must be attended to in building your “Rtl house.” They are all critical in that if any of them are neglected or ignored, the integrity of the final product could be compromised.

This *Blueprint* is written in a three-column outline format. In the first column, critical implementation components are identified and described. These are the components that must be attended to in each Rtl implementation. In the second column, resources are identified that might be used by implementers as they go about building their Rtl models. The resources listed should not be considered comprehensive, but illustrative. We erred on the side of identifying Web-based resources to the extent available, since these are the ones most readily accessible. In addition, an online search on Response to Intervention will provide an increasing number of excellent resources on Rtl. The third column contains “wisdom from the field.” The wisdom in this section was provided by experts from many Rtl implementations throughout the country. These individuals have been implementing Rtl concepts for many years in practice and have experienced all of the predictable challenges associated with its implementation. Content in the third column is meant to be practical and directly relevant to persons implementing Rtl.

Whether your district is considering implementation of Rtl practices for the first time or has been implementing for years, there are two ways that this *Blueprint* may be of use. First, reading through each *Blueprint* in its entirety will provide a holistic overview of the steps needed to implement Rtl in practice. Schools and districts may use the *Blueprint* as one of the foundational documents for both their “consensus building” and “infrastructure development” phases. Second, each *Blueprint* contains a simple self-assessment keyed to the overall document. This self-assessment can be used by Rtl leaders to review with implementers the current state of practices in their building, district or state and to help identify gaps in implementation. These gaps in turn can be used to target additional infrastructure development in implementation sites. Over time you will be able to add your own resources and wisdom to these documents to pass along to your state, district and building level implementers.



## Response to Intervention Blueprints: District Level Edition

### Component 1: Consensus Building

#### Objectives for District Level Consensus Building

- Develop a shared vision that Response to Intervention (Rtl) is an “all education initiative” led by general education and that Rtl and problem-solving will result in more productive and equitable outcomes for students.
- Identify the administrative support structures necessary for systemic planning and implementation of Rtl.
- Identify the stakeholders in the district, inform them about Rtl and assure the stakeholders that their input will be considered in the development of the infrastructure.
- Develop a common understanding regarding the scope of RTI implementation.

Step	Resources Available	Wisdom from the Field
<b>Action 1: Develop an action plan to facilitate the sharing of information and the building of districtwide consensus to support Rtl.</b>		
<b>Step 1:</b> Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.	<ul style="list-style-type: none"> <li>• Hall, G. E., &amp; Hord, S. M. (2001). <i>Implementing change: Patterns, principles and potholes</i>. Boston: Allyn and Bacon.</li> <li>• Deming, W. Edwards (n.d.). <i>Total quality management and Deming's 14 points</i>. Retrieved March 29, 2007, from <a href="http://www.mftrou.com/edwards-deming.html">http://www.mftrou.com/edwards-deming.html</a></li> <li>• Baldrige National Quality Program. (2007). <i>Education criteria for performance excellence</i>. Retrieved May 16, 2007, from <a href="http://www.baldrige.nist.gov">www.baldrige.nist.gov</a></li> </ul> <p>Center on Positive Behavioral Interventions and Supports. (2004). <i>School-wide positive behavior support: Implementers' blueprint and self-assessment</i>. Retrieved May 16, 2007, from <a href="http://www.pbis.org">www.pbis.org</a></p>	The district should develop and maintain an action plan and review the plan on a regular basis to guide its work.
<b>Action 2: Provide information to internal and external stakeholders about Rtl.</b>		
<b>Step 1:</b> Provide information about Rtl practices. These include educational activities containing information on the following: <ul style="list-style-type: none"> <li>• the definition of Rtl;</li> </ul>	<ul style="list-style-type: none"> <li>• Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., Reschly, D., Schrag, J., &amp; Tilly, D. (2005). <i>Response to intervention: Policy considerations and implementation</i>. Alexandria, VA: National Association of State Directors of Special</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple terms and a common language; avoid jargon and acronyms.</li> <li>• Presenters/trainers should be aware and mindful of where</li> </ul>

Step	Resources Available	Wisdom from the Field
<ul style="list-style-type: none"> <li>• components of RtI;</li> <li>• research on RtI;</li> <li>• benefits of implementing RtI;</li> <li>• barriers to implementing RtI;</li> <li>• changes to be expected when implementing RtI;</li> <li>• required commitments and resources needed to implement RtI; and</li> <li>• examples of exemplars of RtI implementation.</li> </ul>	<p>Education, Inc.</p> <ul style="list-style-type: none"> <li>• National Association of State Directors of Special Education. (2006, May). <i>NASDSE and CASE white paper on RtI</i>, available at <a href="http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf">http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf</a></li> <li>• National Association of State Directors of Special Education. (2006, May). <i>Response to intervention</i>, available at <a href="http://www.nasdse.org/projects.cfm?pageprojectid=23">http://www.nasdse.org/projects.cfm?pageprojectid=23</a></li> <li>• Reschly, D. J., Tilly III, W. D., Grimes, J. P. (Eds.). (1999). <i>Special education in transition</i>. Longwood, CO: Sopris West.</li> <li>• Lau, M. Y., Sieler, J. D., Muyskens, P., Canter, A., VanKeuren, B., &amp; Marston, D., (2006). Perspectives on the use of the problem-solving model from the viewpoint of a school psychologist, administrator and teacher from a large midwestern urban school district. <i>Psychology in the Schools</i>, 43(1).</li> <li>• Shinn, M. R., Walker, H. M., &amp; Stoner, G. (2002). <i>Interventions for academic and behavior problems II: Preventive and remedial approaches</i>. NASP Publications: Bethesda, MD.</li> <li>• The Florida Center for Reading Research, <a href="http://www.fcrr.org">http://www.fcrr.org</a></li> <li>• NCLD RtI Action Network, <a href="http://www.rtinetwork.org">www.rtinetwork.org</a></li> <li>• Illinois ASPIRE: Alliance for School-based Problem-solving and Intervention Resources in Education, <a href="http://www.illinoisaspire.org/welcome">http://www.illinoisaspire.org/welcome</a></li> </ul>	<p>staff may be in the change process.</p> <ul style="list-style-type: none"> <li>• Include a variety of activities in the presentation.</li> <li>• Differentiate the reading resources.</li> <li>• Be sure to build in reflection and thinking time.</li> <li>• It is important to have a vision: To provide effective interventions to meet the needs of ALL students through early and scientifically based interventions and careful systems planning.</li> </ul>
<p><b>Step 2:</b> Establish the rationale for district adoption of RtI practices</p> <ul style="list-style-type: none"> <li>• Demonstrate how RtI systematically connects to the Elementary and Secondary Education Act (ESEA),</li> </ul>	<ul style="list-style-type: none"> <li>• Cuyahoga Special Education Service Center. (2006, June – August). <i>Ohio Integrated Systems Model (OISM)</i>, <a href="http://www.csesc.org/pass_oism.aspx">http://www.csesc.org/pass_oism.aspx</a></li> <li>• Learning First Alliance. (2003, March). <i>Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools –</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consider asset mapping to begin the dialogue of what the district currently has and does for instruction.</li> <li>• Determine how the district operationalizes adequate</li> </ul>

Step	Resources Available	Wisdom from the Field
<p>Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and regulations.</p> <ul style="list-style-type: none"> <li>Analyze and demonstrate how Rtl systematically connects and is interdependent with existing district goals, mission, priorities and initiatives.</li> <li>Make direct connections to the potential impact on district values and beliefs.</li> </ul>	<p><i>A Leadership Brief</i>, <a href="http://www.learningfirst.org">http://www.learningfirst.org</a></p>	<p>yearly progress (AYP).</p> <ul style="list-style-type: none"> <li>Consider holding a “Data Forum.”</li> <li>Rtl research and practice should be woven into consensus-building presentations given throughout the district.</li> </ul>
<p><b>Step 3:</b> Identify internal and external partners who have a vested interest in Rtl.</p>		<ul style="list-style-type: none"> <li>Build momentum for Rtl by collaborating with other groups to seek local and state government support.</li> <li>Consider community organizations (e.g., 4-H, Parks and Recreation department) and businesses as potential external partners.</li> <li>Consider parent and community liaisons and school board members as internal partners.</li> <li>Be sure to include remedial, general and special education personnel, itinerant or related services personnel and special programs (e.g. Reading First) as internal partners.</li> <li>Review websites from national organizations for</li> </ul>

Step	Resources Available	Wisdom from the Field
<p><b>Step 4:</b> Develop a communication plan:</p> <ul style="list-style-type: none"> <li>• identify who will provide the information;</li> <li>• how the information will be shared; and</li> <li>• when the information will be communicated.</li> </ul>		<p>current Rtl initiatives.</p> <ul style="list-style-type: none"> <li>• Be cautious about accepting outside funding if it is not targeted to the focus of Rtl.</li> <li>• People from different departments should be enlisted to make presentations to staff.</li> <li>• Curriculum and instruction personnel are essential in all aspects of consensus building.</li> <li>• Be strategic in laying the groundwork with individuals prior to holding a meeting.</li> <li>• Ensure that participants understand the purpose for the meeting.</li> <li>• Make explicit links to prior knowledge and/or vocabulary.</li> <li>• Keep the presentation simple.</li> </ul>
<b>Action 3: Examine and define district structures to support your Rtl initiative.</b>		
<p><b>Step 1:</b> Identify current district/central office leadership structures.</p>	<ul style="list-style-type: none"> <li>• District organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to include all central office positions that impact and/or support school sites.</li> </ul>
<p><b>Step 2:</b> Identify roles and responsibilities of each administrator.</p>	<ul style="list-style-type: none"> <li>• Job descriptions and/or past practice</li> </ul>	<ul style="list-style-type: none"> <li>• Define roles/expectations of departments.</li> </ul>
<p><b>Step 3:</b> Identify the current system(s) of accountability.</p>	<ul style="list-style-type: none"> <li>• District evaluation procedures or protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Know how decisions are made and how leadership and accountability are monitored.</li> </ul>

Step	Resources Available	Wisdom from the Field
<b>Step 4:</b> Define the leadership structures, roles and responsibilities of district/central office staff and systems of accountability needed to implement Rtl; modify the current system as needed.		<ul style="list-style-type: none"> <li>Examine current initiatives in each leadership role and responsibility that can support consensus building and infrastructure (e.g., Baldrige, Strategic Planning).</li> </ul>
<b>Step 5:</b> Identify funding sources that may be used to support Rtl.	<ul style="list-style-type: none"> <li>District budget including grants (federal and state), outside resources and funding (e.g., foundations)</li> </ul>	<ul style="list-style-type: none"> <li>Be sure to know what resources exist in the district and parameters for spending.</li> <li>Look at current funding sources and the opportunity to comeingle or braid funds to meet targets and goals of initiative.</li> </ul>
<b>Step 6:</b> Define the decisions to be made at the district level versus the building level (e.g., resource reallocation, purchasing materials.)		<ul style="list-style-type: none"> <li>Know what is a cabinet-level decision (e.g., executive staff and superintendent) versus principal/site decision.</li> <li>Define decision making parameters.</li> </ul>
<b>Action 4: Build consensus and support from internal and external stakeholders.</b>		
<b>Step 1:</b> Discuss the resources and commitments necessary to build consensus.		
<b>Step 2:</b> Identify the level of agreement or consensus needed to proceed with Rtl.		
<b>Step 3:</b> Obtain consensus from district/central administration, internal and external stakeholders.		
<b>Step 4:</b> Document agreements in writing.	<ul style="list-style-type: none"> <li>Council of Chief State School Officers. (2006, December 11). <i>State collaborative on assessment and students standards</i>,</li> </ul>	

Step	Resources Available	Wisdom from the Field
	<a href="http://www.ccsso.org/projects/SCASS/">http://www.ccsso.org/projects/SCASS/</a> <ul style="list-style-type: none"> <li>The Council of Chief State School Officers. <i>Comprehensive assessment system for ESEA Title I 2006-2007</i>, <a href="http://www.ccsso.org/Projects/SCASS/Projects/Comprehensive_Assessment_Systems_for_ESEA_Title_I/">http://www.ccsso.org/Projects/SCASS/Projects/Comprehensive_Assessment_Systems_for_ESEA_Title_I/</a></li> <li>Ball Foundation. (n.d.). <i>Consensus decision making</i>, <a href="http://www.ballfoundation.org/ei/tools/consensus/step-s-print.html">http://www.ballfoundation.org/ei/tools/consensus/step-s-print.html</a></li> </ul>	

## Component 2: District Infrastructure Building

### Objectives for District Level Infrastructure Building

- Have all the components required for Rtl 'roll out' in place.
- Define the policies and procedures regarding how to implement Rtl and problem-solving.
- Complete a needs assessment to identify areas of strength and areas of need related to an Rtl system.
- Outline an evaluation plan and identify the data management system(s) that will be used to support Rtl implementation.
- Develop a plan to define how the district, at all levels, will support the implementation of Rtl through systemic technical assistance and professional development.

Step	Resources Available	Wisdom from the Field
<b>Action 1: Form a District Leadership Team.</b>		
<b>Step 1:</b> Form a district leadership team that is representative of district departments or programs (e.g., administration, general education, special education, English language learners (ELL), evaluation and	<ul style="list-style-type: none"> <li>International Center for Leadership in Education's website, <a href="http://www.leadered.com/">http://www.leadered.com/</a> has additional leadership resources.</li> </ul>	<ul style="list-style-type: none"> <li>It is imperative that the district leadership team includes trans-disciplinary or cross-departmental personnel that can help plan, provide input and support Rtl. Do not forget about itinerant personnel.</li> </ul>

Step	Resources Available	Wisdom from the Field
accountability).		
<b>Step 2:</b> Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).		
<b>Action 2: Identify the roles that District/Central Administration will play in implementing Rtl.</b>		
<b>Step 1:</b> Define the role(s) of district/central office administrators in implementing Rtl.		
<b>Step 2:</b> Define the role of those who will supervise principals during implementation of Rtl.		<ul style="list-style-type: none"> <li>• This is critical information for accountability.</li> <li>• This also garners support and backup when needed in tough stages of site implementation and needed follow-through.</li> </ul>
<b>Step 3:</b> Define the role of the building principal in implementing Rtl.		<ul style="list-style-type: none"> <li>• This will help identify who and what kind of leadership training, including coaching support, is needed for principals.</li> <li>• Connect the standards from the National Association of Secondary School Principals, National Association of Elementary Principals and other professional groups to the Rtl initiative.</li> </ul>

Step	Resources Available	Wisdom from the Field
<b>Step 4:</b> Define the role of central office support staff in supporting the implementation of Rtl.		<ul style="list-style-type: none"> <li>This helps articulate the initiative throughout all layers of the organization</li> </ul>
<b>Action 3: Develop and complete a district-level needs assessment.</b>		
<b>Step 1:</b> Analyze the district's instructional initiatives or frameworks that support universal instruction.	<ul style="list-style-type: none"> <li>Vaughn Gross Center for Reading and Language Arts, <a href="http://www.texasreading.org/utclra">http://www.texasreading.org/utclra</a></li> <li>Big Ideas in Beginning Reading, <a href="http://reading.uoregon.edu">http://reading.uoregon.edu</a></li> <li>The Consortium on Reading Excellence (CORE), <a href="http://www.corelearn.com">http://www.corelearn.com</a></li> <li>Mathematics Learning Study Committee, National Research Council, <a href="http://www.nap.edu/catalog/9822.html">http://www.nap.edu/catalog/9822.html</a></li> <li>The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a></li> <li>Randy Sprick's Safe and Civil Schools, <a href="http://www.safeandcivilschools.com">http://www.safeandcivilschools.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Universal instruction needs to be clearly defined.</li> <li>Utilize instructional strategies for which all students have access to and all teachers and administrators are trained in.</li> </ul>
<b>Step 2:</b> Analyze the district's instructional initiatives or frameworks that support strategic instruction (Tier II).	<ul style="list-style-type: none"> <li>The Florida Center for Reading Research, <a href="http://www.fcrr.org">http://www.fcrr.org</a></li> <li>U.S. Department of Education: Institute of Education Sciences, <i>What Works Clearinghouse</i>, <a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a></li> <li>Illinois Statewide TA Center, <i>Illinois PBIS network</i>, <a href="http://www.pbisillinois.org">http://www.pbisillinois.org</a></li> <li>KU Center for Research on Learning: The University of Kansas, <a href="http://www.ku-crl.org">http://www.ku-crl.org</a></li> <li>Center on Positive Behavioral Interventions and Supports, <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a></li> <li>Randy Sprick's Safe and Civil Schools, <a href="http://www.safeandcivilschools.com">http://www.safeandcivilschools.com</a></li> </ul>	<ul style="list-style-type: none"> <li>The key is for personnel to understand that Rtl is not an add-on; it is the conceptual framework or blueprint from which all work is being done in the district.</li> </ul>
<b>Step 3:</b> Analyze the district's instructional initiatives or frameworks that support intensive instruction (Tier III).	<ul style="list-style-type: none"> <li>The Florida Center for Reading Research, <a href="http://www.fcrr.org">http://www.fcrr.org</a></li> <li>U.S. Department of Education: Institute of Education Sciences, <i>What Works Clearinghouse</i>,</li> </ul>	<ul style="list-style-type: none"> <li>The key is for personnel to understand that Rtl is not an add-on; it is the conceptual framework or blueprint from</li> </ul>



Step	Resources Available	Wisdom from the Field
	<a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a> <ul style="list-style-type: none"> <li>• KU Center for Research on Learning: The University of Kansas, <a href="http://www.ku-crl.org">http://www.ku-crl.org</a></li> <li>• Center on Positive Behavioral Interventions and Supports, <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a></li> <li>• Randy Sprick's Safe and Civil Schools, <a href="http://www.safeandcivilschools.com">http://www.safeandcivilschools.com</a></li> </ul>	<p>which all work is being done in the district.</p>
<b>Step 4:</b> Analyze the resources and support structures available to support the implementation of Rtl.	<ul style="list-style-type: none"> <li>• Flexible Service Delivery System at <a href="http://www.ilispa.org/modules/smartsection/item.php?itemid=105">http://www.ilispa.org/modules/smartsection/item.php?itemid=105</a></li> </ul>	
<b>Step 5:</b> Conduct a gap analysis and develop an action plan to address identified needs.		<ul style="list-style-type: none"> <li>• Use the needs assessment results to examine and reallocate current resources to make Rtl a reality given existing fiscal constraints.</li> </ul>
<b>Action 4: Discuss and make decisions about the necessary components of Rtl across universal, strategic and intensive instruction.</b>		
<b>Step 1:</b> Discuss and make decisions about universal instruction: <ul style="list-style-type: none"> <li>• What features are expected to be in place in universal instruction?</li> <li>• What does universal instruction look like at the elementary, middle school and high school levels?</li> <li>• Is there an instructional framework that articulates essential elements of effective instruction for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., Reschly, D., Schrag, J., &amp; Tilly, D. (2005). <i>Response to intervention: Policy considerations and implementation</i>. Alexandria, VA: National Association of State Directors of Special Education, Inc.</li> <li>• State of Washington. (n.d.). <i>Reading</i>. Retrieved May 11, 2007, from <a href="http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx">http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>• This discussion should be framed within the context of the three tiers.</li> <li>• Decisions need to be reflective of all levels (elementary, middle and high school).</li> <li>• Be sure to examine current systems in place (e.g., literacy model across the district) to make direct connections to what works and reexamine what is not working.</li> </ul>

Step	Resources Available	Wisdom from the Field
<p><b>Step 2:</b> Discuss and make decisions about strategic instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in strategic instruction?</li> <li>• What does strategic instruction look like in a school?</li> <li>• Will the district use a standard treatment protocol or a diagnostic-prescriptive process for strategic instruction?</li> <li>• Can buildings select their own interventions or will they be asked to use a standard set of supplemental interventions?</li> </ul>		<ul style="list-style-type: none"> <li>• It is important to recognize the work that is already being done in sites across the district.</li> <li>• Use data to identify places where strategic instruction is occurring and getting results.</li> <li>• Avoid making sites stop using effective practices due to a district mandate that ignores current instructional practices that are getting results for all students.</li> <li>• Necessarily decide what schools must implement and where autonomous decision making (or site-based decision making) is approved.</li> </ul>
<p><b>Step 3:</b> Discuss and make decisions about intensive instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in intensive instruction?</li> <li>• What does intensive instruction look like in a school?</li> </ul>		(Same comments as above)
<p><b>Step 4:</b> Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> <li>• What screening measures will be given in the district?</li> </ul>		<ul style="list-style-type: none"> <li>• This is a good time to evaluate what assessments are being used and/or mandated by the district.</li> <li>• Do an evaluation of district assessments (include</li> </ul>

Step	Resources Available	Wisdom from the Field
<ul style="list-style-type: none"> <li>• What diagnostic assessments will be used in the district?</li> <li>• What progress monitoring assessments will be used in the district?</li> </ul>		<p>teachers and other stakeholders) to be sure practitioners have the right assessments for the purpose for which they are assessing.</p> <ul style="list-style-type: none"> <li>• Evaluate whether district assessments are in fact being used at the sites to drive instructional decision making.</li> </ul>
<p align="center"><b>Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.</b></p>		
<p><b>Step 1:</b> Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade levels.</p>		<ul style="list-style-type: none"> <li>• Be sure to use multiple measures in setting criteria for tiers.</li> <li>• Do not be surprised by how political these decisions can be.</li> <li>• Try to focus on best practice in the field and what the research says.</li> </ul>
<p><b>Step 2:</b> Examine data to determine the percentage of students that fall into each tier based on the identified criteria. Identify the desired percentage of students that should fall into each tier (e.g, Do we want 85% of all students meeting proficiency in core? Do we want to see only 5% of all students needing intensive instruction?)</p>		<ul style="list-style-type: none"> <li>• It is critical to have clean data analysis to help decide on the criteria for, and percentage of, each tier.</li> </ul>

Step	Resources Available	Wisdom from the Field
<b>Step 3:</b> Conduct a gap analysis for each tier. Compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.		
<b>Step 4:</b> Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).		<ul style="list-style-type: none"> <li>It is absolutely critical that curriculum and instruction personnel are on board at this point.</li> </ul>
<b>Action 6: Identify an evaluation plan and data collection system.</b>		
<b>Step 1:</b> Develop a district-wide evaluation process to assess: <ul style="list-style-type: none"> <li>the extent to which site teams are implementing the features of Rtl;</li> <li>the impact of Rtl on student outcomes; and</li> <li>the effectiveness of various programs/practices used for strategic and intensive instruction.</li> </ul>		<ul style="list-style-type: none"> <li>Be sure to develop and implement a plan for treatment integrity at all three tiers.</li> </ul>
<b>Step 2:</b> Determine the data management system that will be used to assist in maintaining and summarizing tiered data.		<ul style="list-style-type: none"> <li>Consider establishing a work group from the leadership team to discuss technology needs and other tools for data-based monitoring. Be sure to include principals and</li> </ul>

Step	Resources Available	Wisdom from the Field
		<p>teachers in this process.</p> <ul style="list-style-type: none"> <li>It is critical to have data at the fingertips of school sites – easily accessible and in a useful format.</li> </ul>
<p><b>Step 3:</b> Assess the need of the district and school sites in the use of technology for gathering and using data for Rtl.</p>		<ul style="list-style-type: none"> <li>It is important to provide implementers with technology for data collection and reduction of laborious paperwork.</li> <li>Have a stakeholder group provide information on needs.</li> </ul>
<p><b>Step 4:</b> Based upon the results of the technology needs assessment, establish and provide the necessary technological tools to facilitate the gathering and use of Rtl data.</p>	<ul style="list-style-type: none"> <li>Intervention Central, <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a></li> <li>University of Oregon Center on Teaching and Learning, <i>DIBELS</i>, <a href="http://dibels.uoregon.edu">http://dibels.uoregon.edu</a></li> <li>SWIS: School-wide Information System, <a href="http://www.swis.org">http://www.swis.org</a></li> <li>National Center on Student Progress Monitoring, <a href="http://www.studentprogress.org">http://www.studentprogress.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Based on where you are as a district, this may take a year, more or less to establish. It is important to develop a plan to move data systems to where they need to be to support district-wide Rtl implementation.</li> </ul>
<p><b>Step 5:</b> Provide training on the use of the technology tools as needed.</p>		
<p><b>Action 7: Develop an action plan to guide the implementation of Rtl.</b></p>		
<p><b>Step 1:</b> Integrate Rtl with school improvement plans and other district initiatives.</p>		<ul style="list-style-type: none"> <li>Rtl is not an “add on;” it must be integrated into other initiatives and ultimately become “business as usual.”</li> <li>Make sure everyone knows what the requirements and parameters are for specific federal- and state-funded</li> </ul>

Step	Resources Available	Wisdom from the Field
		<p>programs as well as the possibility of incorporating commingling Rtl efforts.</p>
<p><b>Step 2:</b> Develop and deploy an integrated professional development plan across personnel (e.g., staff, parents, administrators) and across content domains.</p>		<ul style="list-style-type: none"> <li>• Be sure to include cross-departmental presenters/trainers.</li> <li>• Be sure to include central office personnel as well as those from sites to demonstrate/send the message that this is both a top down and bottom up effort of accountability for Rtl implementation.</li> <li>• Consider differentiated professional development based on experience, roles and responsibilities.</li> </ul>
<p><b>Step 3:</b> Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.</p>		<ul style="list-style-type: none"> <li>• You may need to reallocate current resources to provide coaching supports.</li> <li>• Develop a plan to provide coaches specific and purposeful professional development for their role and include it in your plan to systematically support them.</li> </ul>
<p><b>Step 4:</b> Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).</p>		<ul style="list-style-type: none"> <li>• It is important to establish point people for technical assistance and problem-solving.</li> </ul>
<p><b>Step 5:</b> Identify a plan to develop strong, well-trained school-based problem-solving</p>		<ul style="list-style-type: none"> <li>• It is absolutely necessary to put a plan in place that outlines a timeline for</li> </ul>

Step	Resources Available	Wisdom from the Field
teams that can provide ‘on-the-ground’ support for teachers, students and parents.		<p>training site personnel in all aspects of Rtl. The plan must be sustainable and provide on-going training throughout several years. It is not a one shot training model!</p> <ul style="list-style-type: none"> <li>• If problem-solving teams do not exist or are weak – train, train, train.</li> </ul>
<b>Step 6:</b> Determine how Rtl data will be used in evaluations for students suspected of having a disability and communicate this information to building staff.		<ul style="list-style-type: none"> <li>• School psychologists and other school-based team members need to be trained and embrace Rtl.</li> <li>• Be sure all personnel are aware and understand the approach in order to avoid the feeling of a stalling or wait to fail model of eligibility.</li> </ul>
<b>Step 7:</b> Develop a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented; identify the nature, amount and frequency of information needed by various stakeholders.		
<b>Step 8:</b> Define which decisions will be made at the district level and those to be made at the building level during the implementation of Rtl.		<ul style="list-style-type: none"> <li>• Again, provide guidance to sites as to what the parameters are for decision making – who can make what decisions. Avoid top down mandates that stall the work at sites.</li> </ul>

### Component 3: District Level Implementation

#### Objectives for District Level Implementation

- The district will have the necessary systemic supports in place to ensure successful implementation of Rtl.
- The district will implement a multiyear implementation and professional development plan that provides ongoing and sustained support for Rtl implementation.
- The district will use a systemic evaluation plan to assess the impact of Rtl on student, site, district and personnel outcomes.

Step	Resources Available	Wisdom from the Field
<b>Action 1: Develop a multi-year (at least 3-5 years) action plan to address implementation.</b>		
<b>Step 1:</b> Specify, in writing, the procedures for robust implementation of Rtl.	<ul style="list-style-type: none"> <li>• Hall, G. E., &amp; Hord, S. M. (2001). <i>Implementing change: Patterns, principles and potholes</i>. Boston: Allyn and Bacon.</li> <li>• Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse., D., Reschly, D., Schrag, J., &amp; Tilly, D. (2005). <i>Response to intervention: Policy considerations and implementation</i>. Alexandria, VA: National Association of State Directors of Special Education, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a marathon not a sprint. Revisit the change process often.</li> <li>• Consider using an implementation checklist.</li> <li>• Be sure to use cross-categorical trainers for all professional development.</li> <li>• Coaches should meet separately and regularly.</li> <li>• Have separate meetings for district/central leadership.</li> <li>• Support forums for principals.</li> <li>• Coaches must be provided with training in data use.</li> <li>• Have regularly scheduled data review and sharing meetings.</li> </ul>
<b>Step 2:</b> Define, develop and provide district professional development tailored to staff needs and experiences.		<ul style="list-style-type: none"> <li>• Plan for differentiated professional development based on need.</li> <li>• District-wide professional development should be geared to Rtl.</li> <li>• All efforts in professional development should directly connect to Rtl implementation (e.g., math professional development is</li> </ul>



Step	Resources Available	Wisdom from the Field
		embedded within the Rtl framework, etc.).
<b>Step 3:</b> Develop a plan to build capacity at the district and school building levels.		<ul style="list-style-type: none"> <li>Plan to differentiate capacity building by role and responsibility (e.g., capacity building for principal, psychologist, data coach, etc.).</li> <li>Create an evaluation plan to measure the effectiveness of these efforts. How do you know capacity has been built?</li> </ul>
<b>Step 4:</b> Identify meeting times and structures for monthly Rtl support meetings.		
<b>Step 5:</b> Include a plan to address the on-going dissemination and sharing of implementation progress and outcome data.		
<b>Step 6:</b> Develop a plan to address attrition or succession of staff.		<ul style="list-style-type: none"> <li>Absolutely proactively plan for this!</li> </ul>
<b>Action 2: Implement the Rtl professional development plan.</b>		
<b>Step 1:</b> Identify a district/central training team.		<ul style="list-style-type: none"> <li>Be sure a cross-departmental team is pulled together reflecting all offices.</li> <li>This training must be well-planned, invigorating and extremely well-delivered. Use your best trainers.</li> <li>Be sure to adhere to adult learning strategies when training.</li> </ul>
<b>Step 2:</b> Provide the district training team with sufficient time and resources to plan, develop, adopt and/or adapt Rtl professional development for the district.		<ul style="list-style-type: none"> <li>The district training team should be working collaboratively with the office of curriculum, professional development and those that supervise schools to be sure training is integrated throughout all efforts currently underway in the district.</li> </ul>

Step	Resources Available	Wisdom from the Field
<b>Step 3:</b> Train building level teams.		<ul style="list-style-type: none"> <li>• Be sure this is sustained and on-going throughout each year.</li> </ul>
<b>Step 4:</b> Have each building level team develop an implementation plan that includes an evaluation component.		<ul style="list-style-type: none"> <li>• Visit other successful districts and schools where Rtl is successfully implemented.</li> <li>• Participate in webcasts, etc. that are offered by national organizations.</li> </ul>
<b>Step 5:</b> Resources are delivered as planned by central office administration (e.g., professional development, personnel, funding) to support the implementation of Rtl.		<ul style="list-style-type: none"> <li>• All allocated resources are aligned to and driven by the Rtl framework.</li> </ul>
<b>Action 3: Implement the evaluation and data analysis plan for Rtl implementation.</b>		
<b>Step 1:</b> Data management systems and technology are implemented that allow the progress monitoring of district, school, classroom and individual student progress.		<ul style="list-style-type: none"> <li>• Be sure to include data management and technology personnel.</li> </ul>
<b>Step 2:</b> Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their impact on student achievement.	<ul style="list-style-type: none"> <li>• Self assessments</li> <li>• Self assessment tool available at <a href="http://www.swoserrc.org/">www.swoserrc.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• It is very important to reconnect to self-assessments or needs assessments to ensure you are moving in the desired direction.</li> <li>• Reconnect/revisit your original goal for percentages of students in each of the tiers.</li> <li>• Be sure to use and model the use of a problem-solving approach to determine next steps.</li> </ul>
<b>Step 3:</b> Collect evaluation data for each building; aggregate these data up to the district level.		<ul style="list-style-type: none"> <li>• Be sure to identify who at the school sites will be responsible for systematically collecting data.</li> <li>• Be sure to provide data training and use workshops.</li> </ul>

Step	Resources Available	Wisdom from the Field
<b>Action 4: Maintain the implementation of Rtl.</b>		
<b>Step 1:</b> Schedule regular meetings for the district leadership team to: <ul style="list-style-type: none"> <li>• review progress of sites;</li> <li>• review evaluation data;</li> <li>• manage project resources;</li> <li>• troubleshoot any issues that arise; and</li> <li>• adjust implementation plans as needed based upon the evaluation information.</li> </ul>		<ul style="list-style-type: none"> <li>• Be sure to create a year long or semester schedule of meetings. This ensures participants have the meeting date on their calendar in advance.</li> <li>• Be sure that the message is clear that the meetings are expected to be attended by all district leadership team members.</li> <li>• Make sure meetings are planned, purposeful and collaborative. Avoid “it’s just another meeting” mentality.</li> </ul>
<b>Step 2:</b> Implement the communication plan as designed.		<ul style="list-style-type: none"> <li>• Be sure to provide regular feedback at board of education meetings, parent, and community meetings as appropriate.</li> </ul>

## Response to Intervention: District Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the district level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

RATING SCALE		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

### Component 1: Consensus Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop an action plan to facilitate the sharing of information and the building of districtwide consensus to support Rtl.</b>		
<b>Step 1:</b> Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.		
<b>Action 2: Provide information to internal and external stakeholders about Rtl.</b>		
<b>Step 1:</b> Provide information about Rtl practices. These include educational activities containing information on the following: <ul style="list-style-type: none"> <li>the definition of Rtl;</li> <li>components of Rtl;</li> <li>research on Rtl;</li> <li>benefits of implementing Rtl;</li> <li>barriers to implementing Rtl;</li> <li>changes to be expected when implementing Rtl;</li> </ul>		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<ul style="list-style-type: none"> <li>• required commitments and resources needed to implement Rtl; and</li> <li>• examples of exemplars of Rtl implementation.</li> </ul>		
<p><b>Step 2:</b> Establish the rationale for district adoption of Rtl practices</p> <ul style="list-style-type: none"> <li>• Demonstrate how Rtl systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and regulations.</li> <li>• Analyze and demonstrate how Rtl systematically connects and is interdependent with existing district goals, mission, priorities and initiatives.</li> <li>• Make connections to the potential impact on district values and beliefs.</li> </ul>		
<p><b>Step 3:</b> Identify internal and external partners who have a vested interest in Rtl.</p>		
<p><b>Step 4:</b> Develop a communication plan:</p> <ul style="list-style-type: none"> <li>• identify who will provide the information;</li> <li>• how the information will be shared; and</li> <li>• when the information will be communicated.</li> </ul>		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 3: Examine and define district structures to support your Rtl initiative.</b>		
<b>Step 1:</b> Identify current district/central office leadership structures.		
<b>Step 2:</b> Identify roles and responsibilities of each administrator.		
<b>Step 3:</b> Identify the current system(s) of accountability.		
<b>Step 4:</b> Define the leadership structures, roles and responsibilities of district/central office staff and systems of accountability needed to implement Rtl; modify the current system as needed.		
<b>Step 5:</b> Identify funding sources that may be used to support Rtl.		
<b>Step 6:</b> Define the decisions to be made at the district level versus the building level (e.g., resource reallocation, purchasing materials.)		
<b>Action 4: Build consensus and support from internal and external stakeholders.</b>		
<b>Step 1:</b> Discuss the resources and commitments necessary to build consensus.		
<b>Step 2:</b> Identify the level of agreement or consensus needed to proceed with Rtl.		

<b>Step 3:</b> Obtain consensus from district/central office administration, internal and external stakeholders.		
<b>Step 4:</b> Document agreements in writing.		

## Component 2: District Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Form a District Leadership Team.</b>		
<b>Step 1:</b> Form a district leadership team that is representative of district departments or programs (e.g., administration, general education, special education, English language learners evaluation and accountability).		
<b>Step 2:</b> Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).		
<b>Action 2: Identify the roles that District/Central Administration will play in implementing Rtl.</b>		
<b>Step 1:</b> Define the role(s) of district/central office administrators in implementing Rtl.		
<b>Step 2:</b> Define the role of those who will supervise principals during implementation of Rtl.		
<b>Step 3:</b> Define the role of the building principal in implementing Rtl.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 4:</b> Define the role of central office support staff in supporting the implementation of Rtl.		
<b>Action 3: Develop and complete a district-level needs assessment.</b>		
<b>Step 1:</b> Analyze the district's instructional initiatives or frameworks that support universal instruction.		
<b>Step 2:</b> Analyze the district's instructional initiatives or frameworks that support strategic instruction (Tier II).		
<b>Step 3:</b> Analyze the district's instructional initiatives or frameworks that support intensive instruction (Tier III).		
<b>Step 4:</b> Analyze the resources and support structures available to support the implementation of Rtl.		
<b>Step 5:</b> Conduct a gap analysis and develop an action plan to address identified needs.		
<b>Action 4: Discuss and make decisions about the necessary components of Rtl across universal, strategic and intensive instruction.</b>		
<b>Step 1:</b> Discuss and make decisions about universal instruction: <ul style="list-style-type: none"> <li>• What features are expected to be in place in universal instruction?</li> <li>• What does universal instruction look like at the elementary, middle school</li> </ul>		



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p>and high school levels?</p> <ul style="list-style-type: none"> <li>Is there an instructional framework that articulates essential elements of effective instruction for all students?</li> </ul>		
<p><b>Step 2:</b> Discuss and make decisions about strategic instruction:</p> <ul style="list-style-type: none"> <li>What features are expected to be in place in strategic instruction?</li> <li>What does strategic instruction look like in a school?</li> <li>Will the district use a standard treatment protocol or a diagnostic-prescriptive process for strategic instruction?</li> <li>Can buildings select their own interventions or will they be asked to use a standard set of supplemental interventions?</li> </ul>		
<p><b>Step 3:</b> Discuss and make decisions about intensive instruction:</p> <ul style="list-style-type: none"> <li>What features are expected to be in place in intensive instruction?</li> <li>What does intensive instruction look like in a school?</li> </ul>		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 4:</b> Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> <li>• What screening measures will be given in the district?</li> <li>• What diagnostic assessments will be used in the district?</li> <li>• What progress monitoring assessments will be used in the district?</li> </ul>		
<p align="center"><b>Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.</b></p>		
<p><b>Step 1:</b> Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade levels.</p>		
<p><b>Step 2:</b> Examine data to determine the percentage of students that fall into each tier based on the identified criteria. Identify the desired percentage of students that should fall into each tier (e.g, Do we want 85% of all students meeting proficiency in core? Do we want to see only 5% of all students needing intensive instruction?)</p>		
<p><b>Step 3:</b> Conduct a gap analysis for each tier. Compare the</p>		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.		
<b>Step 4:</b> Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).		
<b>Action 6: Identify an evaluation plan and data collection system.</b>		
<b>Step 1:</b> Develop a district-wide evaluation process to assess: <ul style="list-style-type: none"> <li>the extent to which site teams are implementing the features of Rtl;</li> <li>the impact of Rtl on student outcomes; and</li> <li>the effectiveness of various programs/practices used for strategic and intensive instruction.</li> </ul>		
<b>Step 2:</b> Determine the data management system that will be used to assist in maintaining and summarizing tiered data.		
<b>Step 3:</b> Assess the need of the district and school sites in the use of technology for gathering and using data for Rtl.		
<b>Step 4:</b> Based upon the results of the technology needs assessment, establish and		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
provide the necessary technological tools to facilitate the gathering and use of Rtl data.		
<b>Step 5:</b> Provide training on the use of the technology tools as needed.		
<b>Action 7: Develop an action plan to guide the implementation of Rtl.</b>		
<b>Step 1:</b> Integrate Rtl with school improvement plans and other district initiatives.		
<b>Step 2:</b> Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents) and across content domains.		
<b>Step 3:</b> Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.		
<b>Step 4:</b> Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).		
<b>Step 5:</b> Identify a plan to develop strong, well-trained school-based problem-solving teams that can provide 'on-the-ground' support for teachers, students and parents.		
<b>Step 6:</b> Determine how Rtl data will be used in evaluations for		

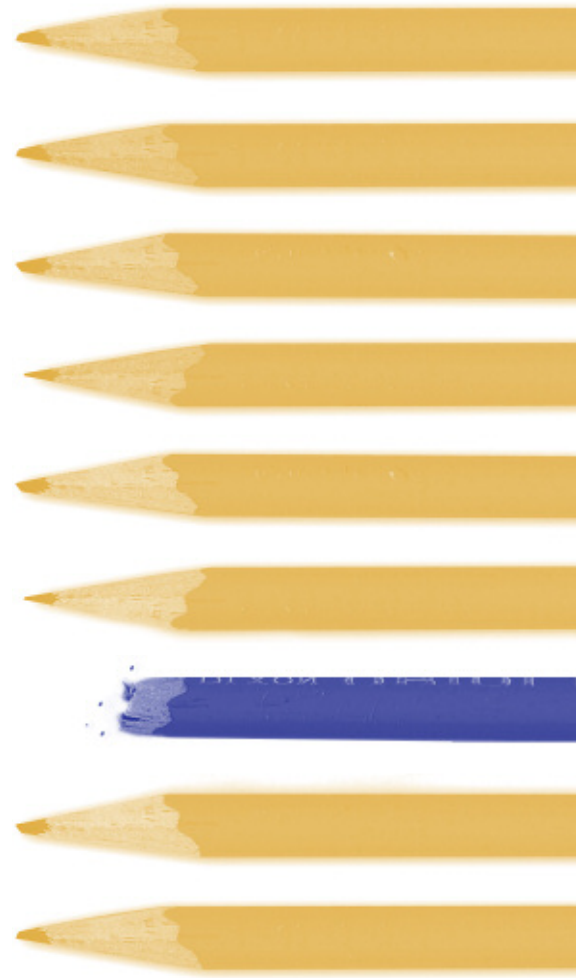
Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
students suspected of having a disability and communicate this information to building staff.		
<b>Step 7:</b> Develop a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented; identify the nature, amount and frequency of information needed by various stakeholders.		
<b>Step 8:</b> Define which decisions will be made at the district level and those to be made at the building level during the implementation of Rtl.		

### Component 3: District Level Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.</b>		
<b>Step 1:</b> Specify, in writing, procedures for robust implementation of Rtl.		
<b>Step 2:</b> Define, develop and provide district professional development tailored to staff needs and experiences.		
<b>Step 3:</b> Develop a plan to build capacity at the district and school building levels.		
<b>Step 4:</b> Identify meeting times and structures for monthly Rtl support meetings.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 5:</b> Include a plan to address the on-going dissemination and sharing of implementation progress and outcome data.		
<b>Step 6:</b> Develop a plan to address attrition or succession of staff.		
<b>Action 2: Implement the Rtl professional development plan.</b>		
<b>Step 1:</b> Identify a district/central training team.		
<b>Step 2:</b> Provide the district training team with sufficient time and resources to plan, develop, adopt and/or adapt Rtl professional development for the district.		
<b>Step 3:</b> Train building level teams.		
<b>Step 4:</b> Have each building level team develop an implementation plan that includes an evaluation component.		
<b>Step 5:</b> Resources are delivered as planned by central office administration (e.g., professional development, personnel, funding) to support the implementation of Rtl.		
<b>Action 3: Implement the evaluation and data analysis plan for Rtl implementation.</b>		
<b>Step 1:</b> Data management systems and technology are implemented that allow the progress monitoring of district, school, classroom and individual student progress.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 2:</b> Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their impact on student achievement.		
<b>Step 3:</b> Collect evaluation data for each building; aggregate these data up to the district level.		
<b>Action 4: Maintain the implementation of Rtl.</b>		
<b>Step 1:</b> Schedule regular meetings for the district leadership team to: <ul style="list-style-type: none"> <li>• review progress of sites;</li> <li>• review evaluation data;</li> <li>• manage project resources;</li> <li>• troubleshoot any issues that arise; and</li> <li>• adjust implementation plans as needed based upon the evaluation information.</li> </ul>		
<b>Step 2:</b> Implement the communication plan as designed.		



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